



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Portmead Primary School
Cheriton Crescent
Portmead
Swansea
SA5 5LA**

Date of inspection: June 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Portmead Primary School

Portmead Primary School is in the city of Swansea. There are 216 pupils on roll, including 44 part-time nursery pupils. Within the school, there six single age classes including the nursery, two mixed age classes and two local authority specialist teaching facilities for children with Autism Spectrum Disorder.

The three-year rolling average of pupils who are eligible for free school meals is around 44%. This is considerably above the Wales average of 18%. The school states that around 21% of pupils have additional learning needs. This figure is equal to the Wales average. Most pupils are of white British ethnicity and no pupils speak Welsh at home.

The headteacher was appointed in 2015. Estyn last inspected the school in January 2013.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

During their time at the school, most pupils, including those with additional learning needs, make good progress in their learning and achieve well.

Most pupils who attend the specialist teaching facility make good progress over time in line with their needs and abilities. They make sound progress in terms of achieving their own targets for literacy, numeracy and information and communication technology (ICT).

Nearly all pupils, including pupils in the specialist teaching facility are enthusiastic learners. Most pupils show a positive attitude and are eager to share their work and successes with one another, teachers and visitors. Most teachers have high expectations and nearly all pupils respond well to the challenges they set. One of the school's strengths is the caring ethos that exists in all classes, which fosters an environment in which pupils and staff treat each other with respect.

The Headteacher shares his vision and ethos with the whole school community effectively. Consequently, there is an increasingly strong team ethic supported by a shared sense of pride and purpose. The governing body meets regularly, are supportive and have a suitable level of understanding of their roles and responsibilities.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Improve school improvement processes.

R2 Improve the quality and the use of teachers written feedback to pupils

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

During their time at the school, most pupils make good progress in their learning and achieve well. Over recent years, the performance of pupils eligible for free school meals has improved considerably by the end of key stage 2. Most achieve at least as well as other pupils at the school.

Most pupils who attend the specialist teaching facility make good progress over time in line with their needs and abilities. They make sound progress in terms of achieving their own targets for literacy, numeracy and information and communication technology (ICT).

Throughout the foundation phase most pupils listen attentively to adults and respond appropriately to questions. Although many of the youngest pupils start school with poorly developed speaking skills, by the end of foundation phase they make strong progress and speak with increasing confidence and fluency. Many pupils initiate conversations and talk confidently about their experiences.

In key stage 2, most pupils speak confidently and clearly. Most older pupils use a wide range of vocabulary to express their opinions. They listen carefully and respect each other's views, for instance when discussing positive and negative outcomes from actions taken by characters in their novels.

In the foundation phase, most older pupils use their knowledge of letters and sounds to read and spell unfamiliar words successfully. Many are enthusiastic readers. They read fluently with increasing expression. Nearly all speak enthusiastically about characters in books they enjoy and use picture clues to help them make sensible predictions about what might happen next.

In key stage 2, most pupils have positive attitudes to reading. They talk eagerly about their favourite books, such as *The Twits*. They speak knowledgeably about how storylines develop and how the various characters in their books interact. By year 6, most pupils discuss texts by their favourite authors in detail. They skim and scan fiction and non-fiction books competently to support their research for topic work. For example, when looking for facts about characters such as 'Kissin Kate Barlow' from their novel.

Throughout the school, many pupils develop their handwriting skills well. In the foundation phase, most grip their pencils correctly and shape their letters carefully with consistent size and spacing. By the end of key stage 2 most pupils ensure that their work is presented well. Spelling and punctuation is generally accurate

Many pupils write effectively in a variety of styles, such as recording information about *Pirates*. They use basic punctuation to organise their work into sentences. As they continue through the Foundation Phase, many pupils undertake a suitable range of written tasks.

The standard of writing of younger pupils in key stage 2 is variable. A few more able pupils write at length using a range of different genres. They choose words carefully to make their writing more interesting. Most older pupils write well in a variety of genres and in their work across the curriculum. For example, when writing a tourist brochure for visitors to Wales. They use literacy skills learnt in language lessons successfully in other areas of the curriculum, for example, writing an extended story about their experiences of being abducted by an Alien and transported to a far off planet.

Most pupils' numeracy skills are developing effectively across the school. In the foundation phase, many have a good grasp of basic number facts and they add and subtract two-digit numbers well. Many pupils calculate change from a £1 correctly. and are confident when using number squares. Most apply their measure and data handling skills effectively. For example, they use tally charts and pictograms of the different types of houses in Portmead. In key stage 2, older pupils use their data handling skills successfully to create line graphs of increasing complexity. They apply their skills well in real life situations, for example, when planning to sell products at the local garden centre. In general, pupils in key stage 2 transfer their numeracy skills well to other curriculum areas. For example, pupils use a wide range of calculations and reasoning skills during enterprise activities.

Nearly all pupils make strong progress in developing their ICT skills. In the foundation phase, most pupils handle ICT equipment effectively. For example, they program simple robots to travel on a track and take photographs using their tablets. By the end of the foundation phase, most pupils are confident to use different computer programs. For example, most pupils make effective use of databases to record accurately the length of different fish caught by a character in a popular Welsh reading book. In key stage 2, younger pupils produce branch diagrams of increasing complexity to support their work in specific topics. Older pupils build effectively on the skills already learnt in ICT. For example, they produce interesting film clips, using green screen technology, as part of their literacy work on video diaries from space.

Throughout the school, nearly all pupils make very good progress in developing their skills in Welsh. In the foundation phase, pupils experience a lot of Welsh and respond appropriately to a good range of instructions. For example, they ask and answer simple questions confidently on the Welsh pirate 'Barti Ddu'. By the end of key stage 2, most pupils sustain a short conversation in Welsh, extending their answers appropriately. They read simple texts with understanding and write short paragraphs about themselves and where they live that contain suitable detail. The 'Cryw Cymraeg' work tirelessly to promote the use of the language outside the classroom.

Wellbeing and attitudes to learning: Good

Nearly all pupils, including pupils in the specialist teaching facility are enthusiastic learners. Most pupils show a positive attitude and are eager to share their work and successes with one another, teachers and visitors. They persevere with their tasks and concentrate for extended periods successfully. They work well in groups and pairs and many understand how to avoid distractions in order to complete tasks.

Nearly all pupils feel safe, secure and happy at school. They know where to turn if they have any concerns or worries. They are confident that staff listen and act on their concerns. Most pupils' have a good understanding of how to stay safe on line. They apply this knowledge well, for example when creating safe Internet passwords.

Many pupils are aware of the importance of healthy eating and have a good understanding of how to stay healthy. Nearly all understand the need to exercise and take part in regular physical activities, such as the daily mile.

Nearly all pupils behave consistently well in lessons and at other times during the day. They make good use of the class thinking zone and use the strategies that help them to stay calm effectively when they feel agitated or are upset. Nearly all pupils move around the school sensibly. They are polite caring and considerate towards each other, staff and visitors. For example, year 6 pupils support specialist teaching facility pupils thoughtfully as part of their integration into mainstream.

Nearly all pupils take their leadership roles very seriously. They talk enthusiastically about their experiences when supporting pupil voice. For example, the 'Cryw Cymraeg' are instrumental in ensuring pupils speak Welsh to one another during play times. Other groups such as the eco and enterprise committees support healthy eating by growing and selling their own produce.

In each of the last three years the rates of pupils' attendance place the school in the top 25% of similar schools. Most pupils respond well to the schools' sustained focus on improving attendance and fully understand the importance of attending school regularly. Most are punctual at the start of day.

Teaching and learning experiences: Good

Most teachers have high expectations and nearly all pupils respond well to the challenges that they set. They provide clear aims for their lessons and remind pupils of their previous learning successfully. Teachers have a secure knowledge of the subjects they teach and deploy support staff effectively. Teachers' presentations are usually lively and they encourage all pupils to achieve as well as they can. There is a good balance in most classes of whole class, group and individual work.

Overall, lessons are well paced. Staff use questioning techniques skilfully to help pupils to understand new concepts and develop their knowledge and skills. For example, most teachers give pupils helpful oral feedback on the quality of their work. This helps them to appreciate new ideas and enables staff to judge pupils' understanding. Most teachers give pupils time to reflect on their own and others' work regularly. However, the quality and use of teachers' written feedback to pupils in order for them to understand how to improve their work varies too much from class to class.

Staff manage pupils' behaviour well in lessons and as a result, nearly all pupils concentrate well on their tasks. One of the school's strengths is the caring ethos that exists in all classes, which fosters an environment in which pupils and staff treat each other with respect.

The school provides a rich and balanced curriculum that meets the needs of mainstream and specialist teaching facility pupils well. In both areas teachers provide pupils with good quality learning experiences that engage pupils' interests well and develop their skills and curiosity successfully.

The school provides worthwhile opportunities for all pupils to develop their literacy and numeracy skills. The principles of the foundation phase are embedded with suitable focused tasks and continuous activities, which encourage pupils to lead their own learning. Teachers set an appropriate level of challenge for pupils' age and ability. Teachers are beginning to use their understanding of the new curriculum for Wales purposefully. This enhances the learning experiences they provide for pupils. For example, key stage 2 staff in conjunction with their pupils have developed interesting tasks or challenges based on the six areas of learning.

Nearly all staff provide very good opportunities to promote the Welsh language as a natural part of all of the school's work. They are effective role models for pupils in terms of their use of the language. As a result, pupils' confidence in speaking to one another throughout the school is enhanced.

Staff ensure that all pupils receive rich and interesting experiences to develop their understanding of the culture of Wales. For example, celebrating everything Welsh in a weeklong activity session, which includes an Eisteddfod, chiring ceremony and cultural competitions. Visits to the Royal Mint, Swansea Waterfront Museum and residential visits to Pendine enrich and enhance their experiences successfully.

Care, support and guidance: Good

The school is a caring, supportive and inclusive community, which actively promotes the wellbeing of all pupils. Staff know pupils well and create a nurturing ethos that helps to build pupils' confidence and self-esteem.

There are comprehensive systems in place to assess and track pupil progress. Staff make effective use of assessment data to identify pupils who may require additional support or challenge in their work. Staff deliver a suitable range of intervention programmes. These programmes are highly effective in ensuring that less able pupils' make good progress towards their literacy, numeracy and emotional targets. The additional needs coordinator supports teachers and support staff well. All pupils with additional learning needs have an appropriate learning plan that identifies suitable targets and indicates manageable steps towards achieving these.

Teachers deliver a successful wellbeing programme that helps many pupils to improve their confidence and to achieve success in their learning. They provide worthwhile strategies to support pupils' emotional development within the classroom.

A range of effective procedures raises awareness of the importance of good attendance. The recent introduction of a family welfare officer has had a positive impact on pupils' attendance. Her support through initiatives such as arranging family engagement classes has improved parents' knowledge and understanding of positive behaviour strategies.

The school has effective arrangements for promoting healthy eating and drinking. Regular physical education sessions, and a range of extra-curricular sports clubs, provide worthwhile opportunities for pupils to enjoy the benefits of a healthy lifestyle.

The school fosters good working relationships with outside agencies and seeks advice when appropriate. Regular visits by the police liaison officer raise pupils' awareness of the dangers of using the internet, smoking, drugs and alcohol abuse effectively. This helps pupils make good choices in their everyday lives.

Teachers plan for personal, social and religious education well. These activities develop pupils' understanding of diversity and the wider world effectively. Pupils have worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues through classroom activities and collective worship.

The school provides beneficial opportunities for pupils to develop their creative skills. Activities with a local artists increased pupils' awareness of the arts. They produced colourful drawings and paintings in the style of Welsh artist Harri Jepson.

The school offers pupils worthwhile opportunities to take on extra responsibilities in a wide range of representative groups. The extensive range of activities develop pupils' leadership skills in school and in the wider community, for example, organising the collection of clothes for those less fortunate in other parts of the world.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The Headteacher shares his vision and ethos with the whole school community effectively. As a result, there is a high level of inclusivity and a caring ethos that permeates all aspects of school life. This results in a growing sense of empowerment amongst all staff. Consequently, there is an increasingly strong team ethic supported by a shared sense of pride and purpose.

The deputy headteacher supports the headteacher effectively. Together, they build upon the leadership capacity of other members of staff through a purposeful programme of professional development. Senior management team meetings and staff meetings enable all staff, including teaching assistants, to contribute to the strategic direction of the school.

All staff have clear job descriptions and understand how they contribute to improving the quality of teaching and learning across the school. They understand and carry out their roles and responsibilities confidently. All teaching staff also have distinct leadership roles match closely to their areas of expertise. They are beginning to contribute appropriately to the school's evaluation and improvement processes.

The governing body meets regularly, are supportive and have a suitable level of understanding of their roles and responsibilities. They receive useful information about aspects of leadership, provision and pupils' standards. They have begun to undertake focussed visits to evaluate aspects of the school's work. However, this work and their overall contribution to school improvement work is at an early stage of development.

Leaders undertake a regular cycle of monitoring activities, including observing the quality of teaching and learning, scrutinising pupils' books and listening to learners. These processes give leaders useful overview of the school's strengths and inform priorities for improvement appropriately. However, leaders do not always set about improvement work strategically. They do not establish measurable or specific actions for improvement well enough. This limits their capacity to implement change and makes it difficult for leaders to identify the difference that improvement work makes to pupil progress.

Performance management targets link appropriately to whole school improvement priorities. Valuable training opportunities support this process. For example, teachers and teaching assistants regularly visit a local school to share expertise. This has a positive effect on teaching and learning within the school and promotes other valuable professional learning activities.

There are useful opportunities for staff to improve their skills and professional knowledge by planning together. Teachers and assistants are encouraged to undertake research activities that support strategies to plan, refine and improve lessons as part of a small team. The recent research and training activities undertaken is having a positive impact on the teaching of Welsh language skills.

The school responds well to local and national priorities. For example, preparatory work for the implementation of the literacy framework in the new curriculum supports pupils' independence and development of skills within topic work.

Leaders, including the governors, manage and monitor the school budget appropriately. They make suitable decisions about spending, in order to achieve good outcomes for pupils. Plans are now in place for the school to use its considerable financial reserves productively. Additional funding grants such as the pupil development grant support vulnerable learners well. Structured specialist interventions have a positive impact on these pupils' attainment, and wellbeing.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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